



**National Secondary Transition  
Technical Assistance Center**

# Using Transition Assessment to Guide IEP Development

Washington, DC

Dawn Rowe

February 4, 2010





# Agenda



- Transition Assessment
- Writing Postsecondary Goals
  - Activity: Writing Postsecondary Goals
- Transition Services
  - Activity: Determining transition Services
- Aligning Annual IEP Goals
  - Activity: Deriving Annual IEP Goals from Assessment Data

# IDEA 2004

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals

# Defining Transition Assessment

- The ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments

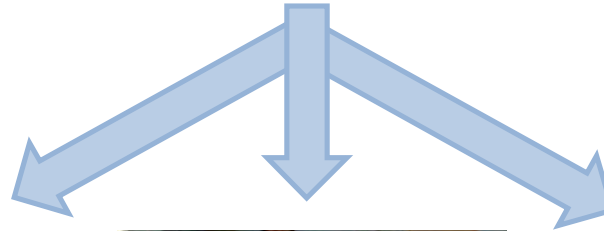
# Defining Transition Assessment

- Assessment data serve as the common thread in the transition process
- Forms the basis for defining goals and services to be included in the Individualized Education Program

(CEC-DCDT, 1997)

# Transition Assessment

∞ Should Address Three Areas ∞



Employment



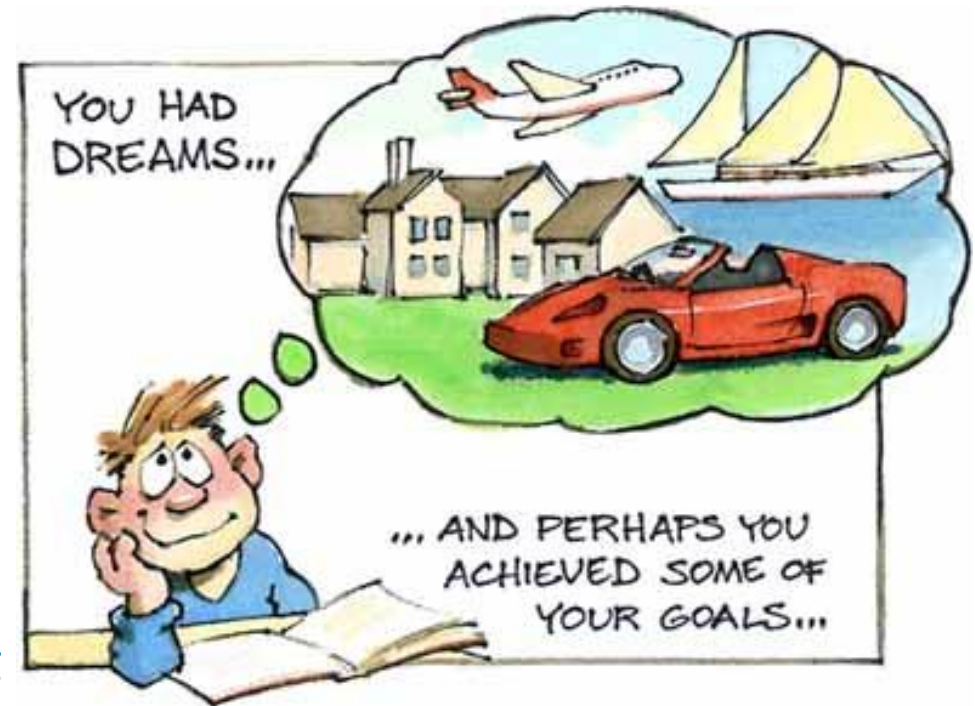
Education/  
Training



Independent  
Living

# Goals of Transition Assessment

- ❖ Make informed choices
- ❖ Take charge of the transition process
- ❖ Understand the skills needed for post-school environments



# Guiding Questions



1. Where is the individual presently?
2. Where is the individual going?
3. How do we get the individual there?

(Colorado DPI, 2005)



# Types of Transition Assessments



Formal and Informal

# Types of Transition Assessments

## Formal:

- To learn about a wide variety of skill levels in various areas (e.g., vocational, academic, social)
- Published tests: scores that compare students to others
- A starting point

# Types of Formal Assessments

- Learning style inventories
- Academic achievement tests  
(Woodcock Johnson)
- Adaptive behavior scales (Vineland)
- Aptitude tests (Differential Aptitude Test)
- Interest inventories  
(Self-Directed Search [Forms E, R, and Explorer])

# Types of Transition Assessments

## Informal:

- Observing the student in various academic and work experiences
- Talking with the student about likes and dislikes
- Setting up experiences to allow the student to try something that that may be of interest
- Often teacher-made
- Often does not result in a score

# Types of Informal Assessments

- Observation: watching or listening to an individual's behavior and recording relevant information
- Interviews/ Questionnaires: structured or unstructured conversations through question-and-answer format
- Environmental Analysis: carefully examining the environment in which an activity normally occurs
- Curriculum based assessments: task-analysis, portfolio assessments, work sample analysis, criterion-referenced tests

(Test, Aspel, & Everson, 2006 - *Transition Methods for Youth with Disabilities*)

# Transition Assessment Areas

- Self-Determination Skills
- Independent Living Skills
- Vocational Interests & Skills
- Career Exploration Skills
- Consider:
  - What assessment data do you have on every student?

# Self-Determination Assessments



# AIR Self-Determination Assessment

## *Formal Self-Determination Assessment*

- ❖ Parent, Teacher Version, and Student Version
- ❖ Available at:
  - [www.ou.edu/zarrow/sdetermination.html](http://www.ou.edu/zarrow/sdetermination.html)
  - [www.sdtac.uncc.edu](http://www.sdtac.uncc.edu)
- ❖ Cost: free



# AIR Self-Determination Assessment

## ABILITY to Perform Self-Determination Behaviors

1. Student expresses own interests, needs, and abilities. <i>Example: Sarah communicates her athletic interest and talent in conversations, written journals, or participation in sports activities.</i>	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
---	--	---	--	--	---

### THINGS I DO

1. I know what I need, what I like, and what I'm good at.	Never <input type="checkbox"/> 1	Almost Never <input type="checkbox"/> 2	Sometimes <input type="checkbox"/> 3	Almost Always <input type="checkbox"/> 4	Always <input type="checkbox"/> 5
---	--	---	--	--	---

1      2      3      4      5

THINGS MY CHILD DOES	Never	Almost Never	Sometimes	Almost Always	Always
1. My child knows what (s)he needs, likes, and is good at.	1	2	3	4	5
2. My child sets his or her own goals to satisfy wants or needs. (S)he thinks about his or her own abilities when setting goals.	1	2	3	4	5

# ARC Self-Determination Assessment

- Developed at University of Kansas, Beach Center
  - <http://education.ou.edu/zarrow/?p=38&z=39>
- Click on downloads, then select books, manuals, reports - full pubs
- Cost: free

# Choice-Maker

## Informal Self-Determination Assessment

### ❖ Curriculum Referenced Assessment

- Choosing Goals
- Participating in IEP Meetings
- Taking Action on Goals

### ❖ Sopris West (search by author: Martin)

[www.sopriswest.com](http://www.sopriswest.com)

### ❖ Cost: \$12.95 for 25 copies

# Choice-Maker Self-Determination Assessment

- ❖ Curriculum-referenced assessment
- ❖ Student Skills and Opportunity at School
  - Choosing Goals
  - Expressing Goals
  - Taking Action
- ❖ Graph Results
- ❖ Select IEP Goals

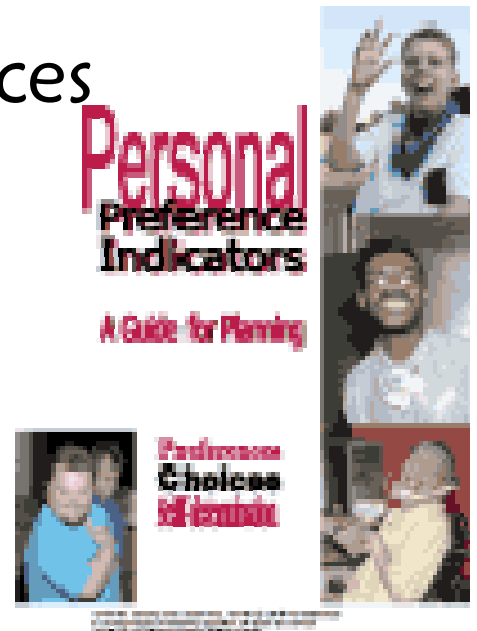


# Personal Preference Indicators

- Interview format
- Family members, friends, professionals who know student well
- Designed for students with significant support needs
- Likes, dislikes, social indicators, choices
- Health, body clock, future
- <http://education.ou.edu/zarrow/>
- Cost: free

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# Independent Living Skills Assessments

# Vineland Adaptive Behavior Scale

## *Formal Transition Assessment*

- ❖ Norm-referenced Assessment
- ❖ Available at:  
[http://www.psychcorp.co.uk/product.aspx?  
n=1316&skey=4371](http://www.psychcorp.co.uk/product.aspx?n=1316&skey=4371)
- ❖ Ages birth to 90
- ❖ Cost: \$115.00



# Vineland Adaptive Behavior Scale

Domain & Index	Subdomain
Communication	Receptive Expressive Written
Daily Living Skills	Personal Domestic Community
Socialization	Interpersonal Relationships Play and Leisure Time Coping Skills
Motor Skills	Fine Gross
Maladaptive Behavior Index (Optional)	Internalizing Externalizing Other



# Scales of Independent Behavior-R

- SIB-R Scales (norm referenced)
  - Community and personal living skills
  - Social interaction and communication
  - Motor skills
  - Overall measure of independence
  - 14 adaptive behavior & 8 problem behavior areas
- Available From
  - <http://www.riverpub.com/>
  - Riverside Publishing

# Casey Life Skills

- Web based and FREE!!!
- Spanish or English, with numerous supplemental assessments
- Youth and caregiver formats
- Automatically scored and sent to you
- Can obtain class summaries
- Provides different levels of questions for students across functioning levels
- [www.caseylifeskills.org](http://www.caseylifeskills.org) (Martin, 2007)

# Street Survival Skills Questionnaire (SSSQ)

- Individually administered performance scale
- assesses functional behaviors, independent living skills, and appropriate vocational program placements
- Nine areas of adaptive behavior
- Test items designed to closely resemble the tasks involved in everyday living
- Examiner orally presents a question, and the individual responds by pointing to one of four pictures presented on a page.
- \$585.00



# TPI



## (Transition Planning Inventory)

- Home version
- Teacher version
- Student version
- CD version speaks to students or parents and automatically scores
- 14 to 22 years
- For comprehensive transition planning
- Across nine areas: Employment, Education/Training, Daily Living, Leisure Activities, Community Participation, Health, Self-determination, Communication, Interpersonal Relationships
- \$52.00



# TPI

## Transition Planning Inventory

Gary M. Clark

James R. Patton

A s s e s s i n g   T r a n s i t i o n   N e e d s

[transitioncoalition.org](http://transitioncoalition.org)

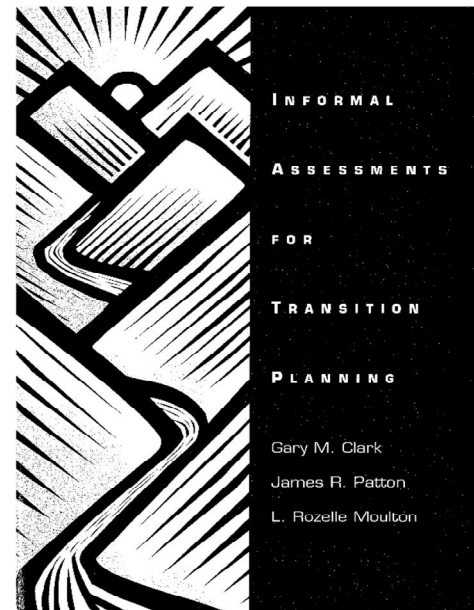
# Supports Intensity Scale

- Evaluates support requirements of a person with an intellectual disability
- Interview format
- Measures support needs in home living, community living, lifelong learning, employment, health and safety, social activities, and protection and advocacy
- Ranks each activity according to *frequency* (none, at least once a month), *amount* (none, less than 30 minutes), and *type* of support (monitoring, verbal gesturing)
- \$150.00 (available on CD for \$350.00)

(Aspel, 2007)

# Informal Assessments for Transition

- Reproducible
- Employment
- Daily Living
- Health
- Self-Determination
- Leisure Activities
- Community Participation
- Communication
- Interpersonal Relationships



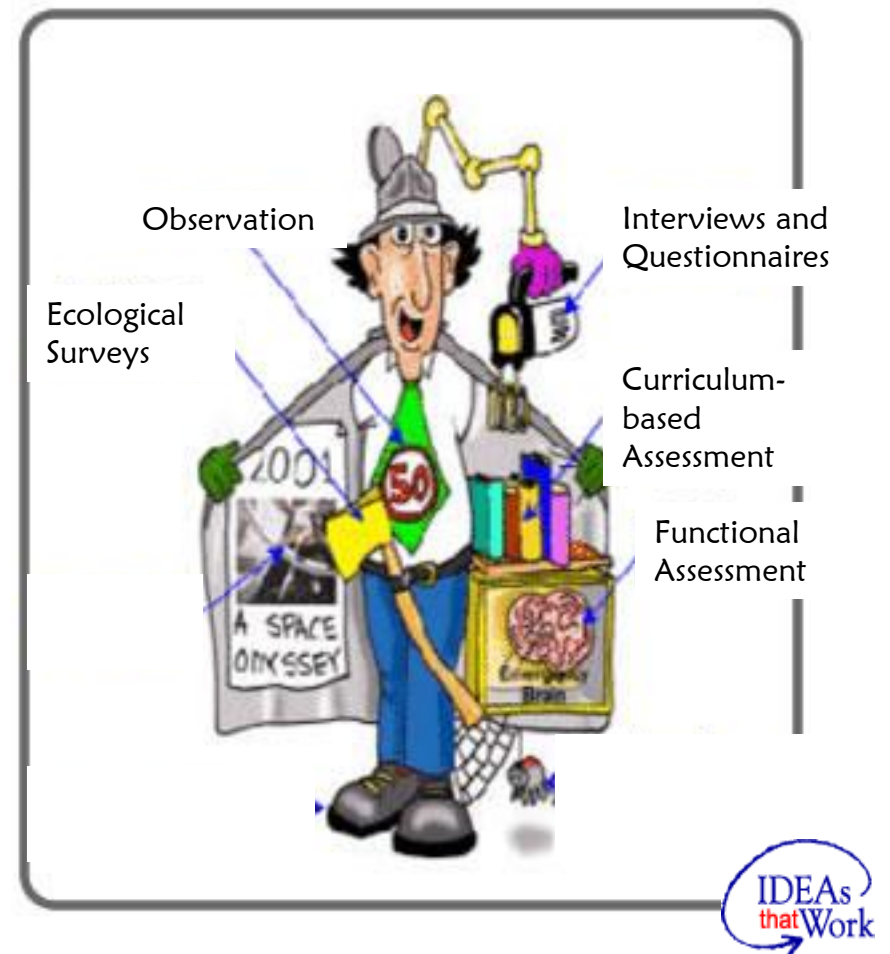
- Available From
  - ([www.proedinc.com](http://www.proedinc.com))
  - Pro-Ed
- Cost: \$39.00



# Teacher-made Independent Living Skills Survey

## *Informal Transition Assessment*

- ❖ Teacher-made
- ❖ Questionnaire or survey
- ❖ Free



# Teacher-made Independent Living Skills Survey

## *Informal Assessment of Independent Living Skills*

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Area	Questions	Response	
Outcome	Which one means having fun?	<i>Leisure</i>	Work
		School	Live
Outcome	Which one is about having a job?	Leisure	<i>Work</i>
		School	Live
Outcome	Which one is about learning?	Leisure	Work
		<i>School</i>	Live
Outcome	Which one is about where you will live?	Leisure	Work
		School	<i>Live</i>

# Vocational/ Career Exploration Assessments





# Brigance Employability Skills Inventory

## *Formal Transition Assessment*

- ❖ Criterion-referenced
- ❖ Grades 3 through 12
- ❖ Cost: \$161.90

# Brigance Employability Skills Inventory

## *Formal Transition Assessment*

### Subscales

- ❖ Reading grade placement
- ❖ Career Awareness and Self Understanding
- ❖ Job seeking skills & knowledge
- ❖ Rating scales (self concept, attitudes, responsibility, self-discipline, motor coordination, thinking skills, job-interview)
- ❖ Reading skills (in relation to employment)
- ❖ Speaking & listening skills
- ❖ Pre-employment writing
- ❖ Math skills & concepts



YES!

(Your Employment Selections)

Informal Transition Assessment

- ❖ Reading free, video based job preference program
- ❖ Videos for 120 jobs
  - Accessed by characteristics or job choices
  - Matched to training and qualifications
- ❖ Can access from CD (\$395) or web (\$20 per person for 3 months)
- ❖ [www.yesjobsearch.com](http://www.yesjobsearch.com)

# Your Employment Selection: YES

<http://www.yesjobsearch.com/index.cfm>

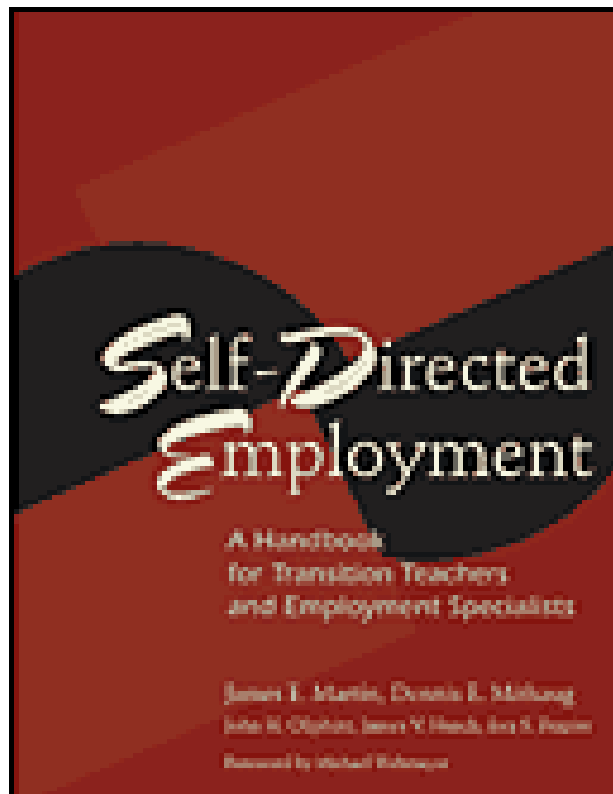
coalition.org

- ❖ 120 Job video clips
- ❖ Each Video 2 to 4 minutes
- ❖ Critical job tasks
- ❖ Links to additional information about job



# Self-Directed Employment

- Paul Brookes Publishing
- Baltimore
- [www.brookespublishing.com](http://www.brookespublishing.com)






















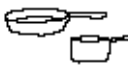


























1: A: 2: 3		WHAT DO I WANT TO DO? FORM - B		MAKING CHOICES	
NAME: Joe Sample			DATE:		
SOME JOB TYPES I LIKE : Circle at least four, then rank them 1-4, 4 is "best liked".					
store	laundry	food service	maid service		
janitorial	factory	office	child care		
animal care	outdoor maintenance	warehouse work	car wash		
SOME TASKS I LIKE: Circle at least four, then rank them, 4 is "best liked".					
pricing	folding	ironing	wiping tables	serving food	working with machines
cooking/baking	washing dishes	cleaning bathroom	vacuum	mow lawn	
making beds	dusting	washing windows	mopping	taking out trash	packaging/assembly
mailing	playing with children	dusting videos	carrying boxes	straighten books	
washing cars	cleaning cages	disciplining children	sacking groceries	filling up condiments	stocking
weedeating	carts	watching children	sanding	sweeping	dry cars

<http://brookespublishing.com/picturebank/>

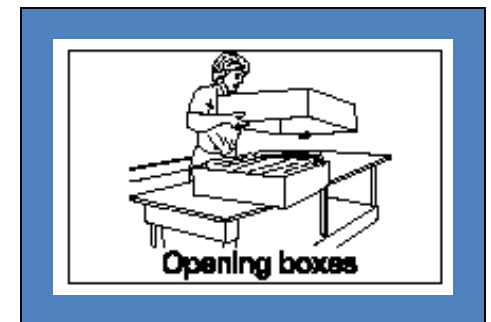













































What Do I Want To Do?



1: A: 2: 2		WHAT JOBS HAVE I DONE? FORM - B		MAKING CHOICES	
NAME: Joe Sample			DATE:		
CIRCLE JOBS YOU HAVE DONE:					
 store	 laundry	 food service	 maid service		
 janitorial	 factory	 office	 child care		
 animal care	 outdoor maintenance	 warehouse work			
CIRCLE TASKS YOU HAVE DONE:					
 pricing	 folding	 ironing	 wiping tables	 serving food	 working with machines
 cooking/baking	 washing dishes	 cleaning bathroom	 vacuum	 mow lawn	
 making beds	 dusting	 washing windows	 mopping	 taking out trash	 packaging/assembly
 mailing	 playing with children	 dusting videos	 carrying boxes	 straighten books	
 washing cars	 cleaning cages	 disciplining children	 sacking groceries	 filling up condiments	 stocking
 weedeating	 carts	 watching children	 sanding	 sweeping	

# What Jobs Have I Done?



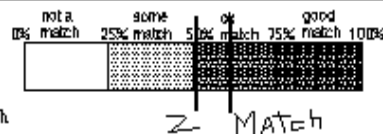
NAME:		DATE:		JOB SITE:		Page 2 of 2	
WHAT I LIKE before work				WHAT IS HERE after work			
Circle what you like. *Star top 10. ✓ 4 most preferred.				Circle what is here.			
 dress up for work	 do not dress up for work			 dress up for work	 do not dress up for work	<input type="radio"/> Y	<input type="radio"/> N
 physical work	 thinking work			 physical work	 thinking work	<input type="radio"/> Y	<input type="radio"/> N
 detail important	 detail not important			 detail important	 detail not important	<input type="radio"/> Y	<input type="radio"/> N
 job same every day	 job different every day			 job same every day	 job different every day	<input type="radio"/> Y	<input type="radio"/> N
 work with people	 work with things			 work with people	 work with things	<input type="radio"/> Y	<input type="radio"/> N
 important to work fast	 important to work steady			 important to work fast	 important to work steady	<input type="radio"/> Y	<input type="radio"/> N
 little supervision	 lot of supervision			 little supervision	 lot of supervision	<input type="radio"/> Y	<input type="radio"/> N
 daytime work	 night work			 daytime work	 night work	<input type="radio"/> Y	<input type="radio"/> N
 small business	 big business			 small business	 big business	<input type="radio"/> Y	<input type="radio"/> N
other:				other:			
				<input type="radio"/> Y <input type="radio"/> N			

# matches 11

# available

matches 19

.58 characteristics match

X 100 = 58 % characteristics match

Directions for determining the Most Important

Characteristics Match: After determining the top 4 characteristics and ranking them, place an OK beside each ranked item that matches the same characteristic circled in the WHAT IS HERE column.

$$\frac{\text{OKs}}{4} = \frac{2}{4}$$

$$X 100 = \frac{50}{100} = 50\% \text{ Most Important Characteristics Match}$$

# Characteristics I Like vs Here

Compares initial preferences to those experienced at a particular job site.

# Reading Free Interest Inventory

- Published by Pro Ed
  - [www.proedinc.com](http://www.proedinc.com)
- 13 years to adult
- 55 sets of 3 drawings depicting job tasks
- Areas of interest: automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service, and materials handling
- \$130.00

# R-FII: 2

transitioncoalition.org

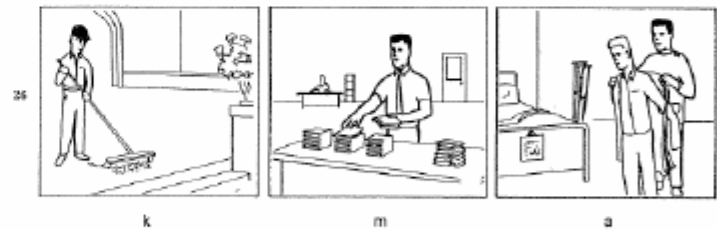
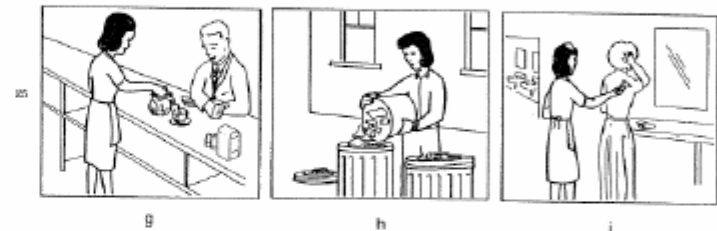
## R-FVII: 2

READING-FREE  
VOCATIONAL  
INTEREST  
INVENTORY  
Second Edition

Ralph L. Becker, Ph.D.

### Inventory Booklet

Last Name \_\_\_\_\_ First \_\_\_\_\_ Date \_\_\_\_\_  
Birth Date \_\_\_\_\_ Age: Yrs. \_\_\_\_\_ Mos. \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
School/Other \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

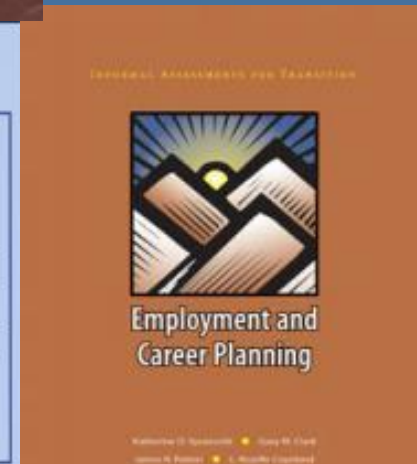
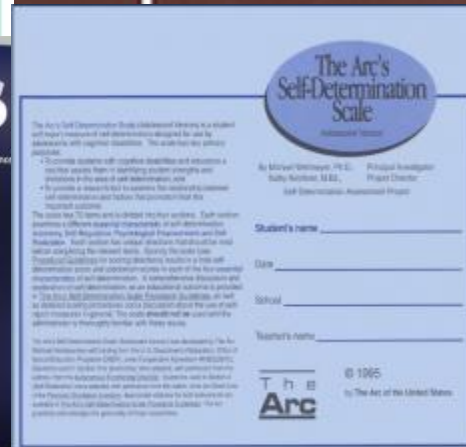
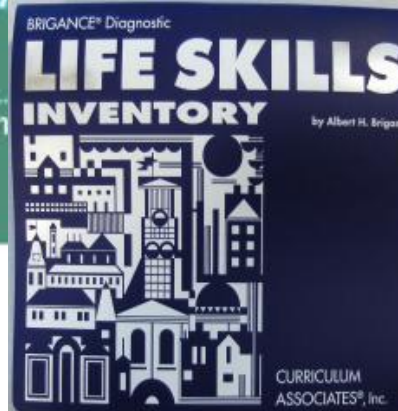
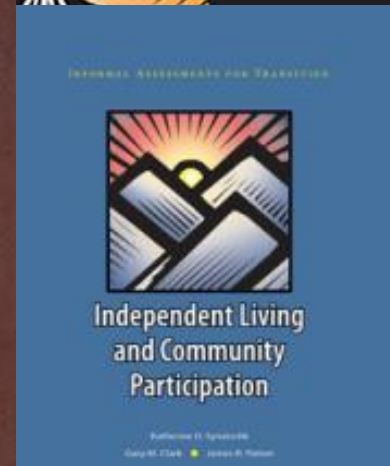
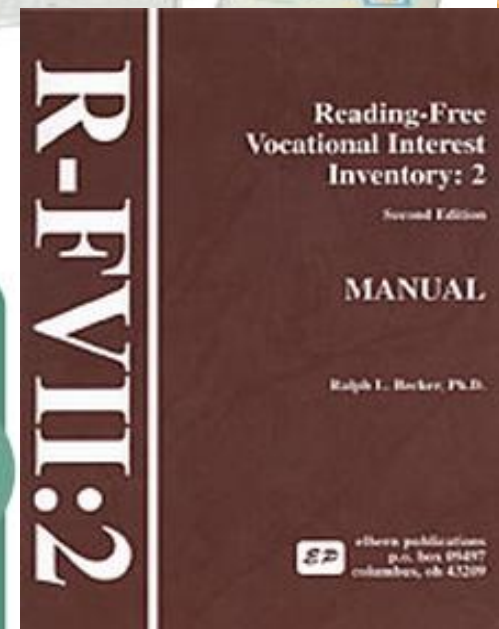
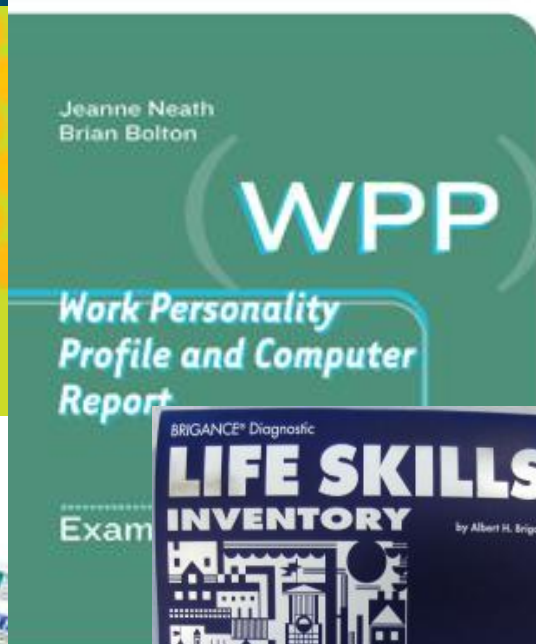
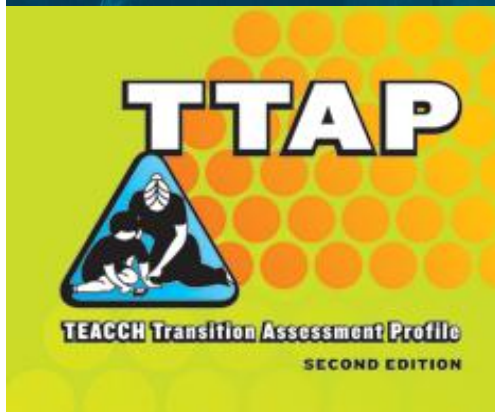
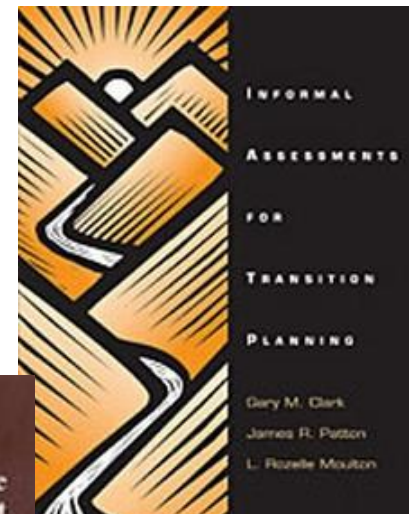
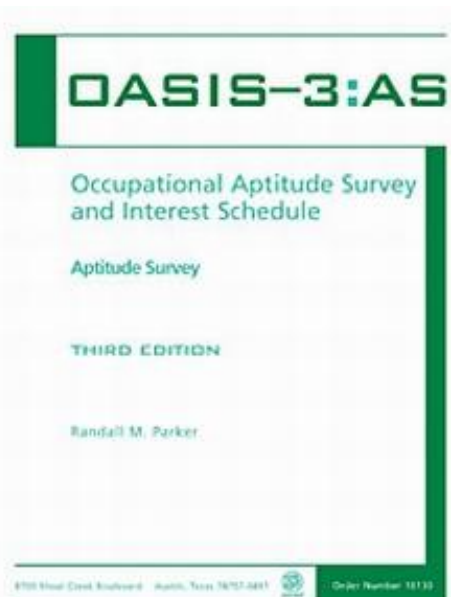
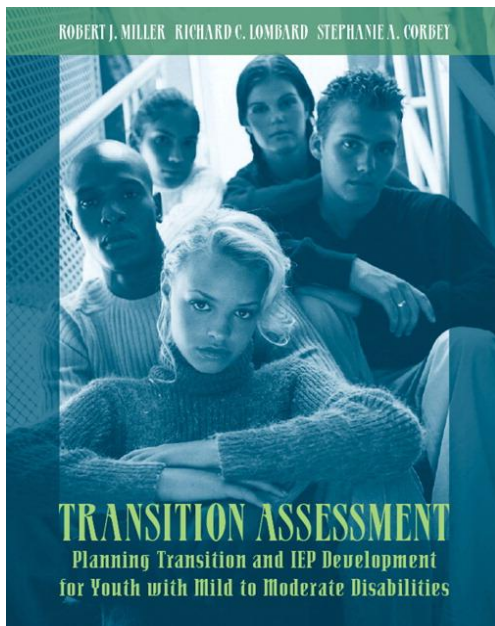


# COPS-PIC

- Non-Verbal Assessment of Occupational Interest
- **EDITS** / P.O. Box 7234 / San Diego, CA 92167
- 800-416-1666 / 619-222-1666 / Fax 619-226-1666
- 25 copies for \$50.90

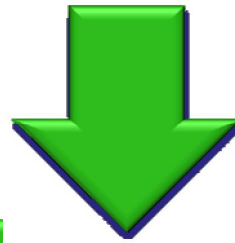






# A Transition-Rich IEP

Transition Assessment &  
Present Level of Achievement



Measurable  
Postsecondary  
Goals

Designated  
Responsibility

Annual  
Goals



Annual Activities and Services,  
including Course of Study





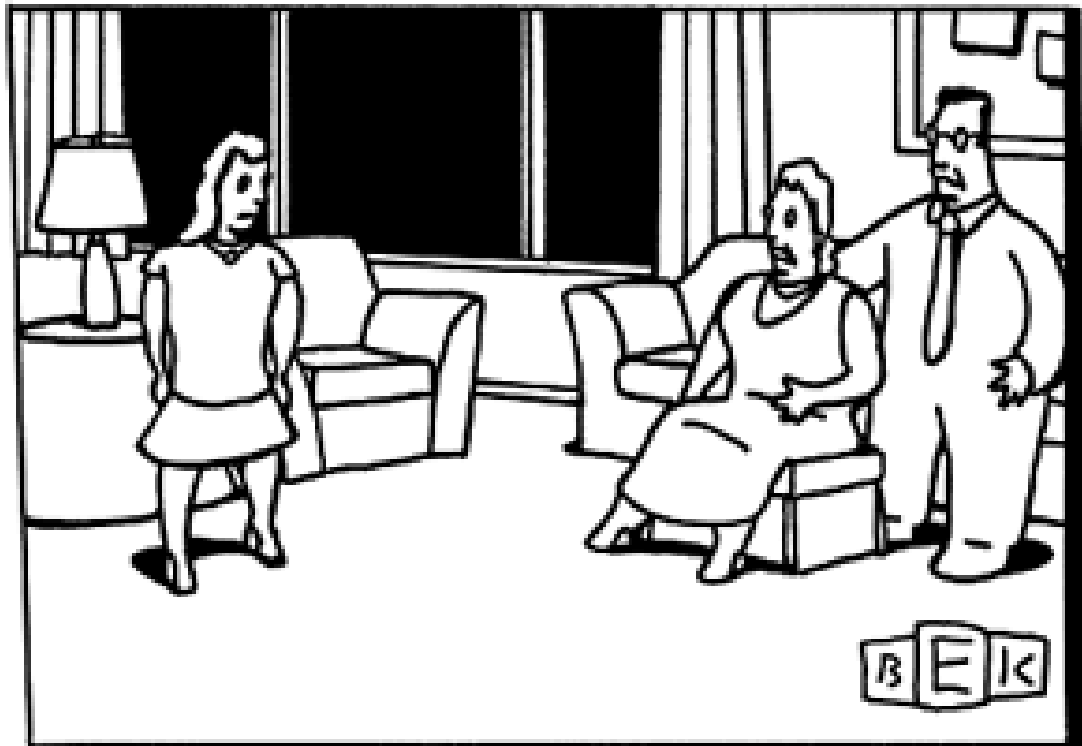
# The First Step

- Transition Assessment
  - First step in process of writing:
    - Measurable postsecondary goals
    - Transition services
    - Annual IEP goal



# Writing Post-Secondary Goals

© Cartoonbank.com



*"We just want you to have something to fall back on, in case being famous for nothing in particular doesn't work out."*

# Postsecondary Goals

- Measurable = Countable
- Identifies an outcome, not a process
- One goal for each adult outcome area
- Adult Outcome Areas
  - Education or Training (required)
  - Employment (required)
  - Independent Living (when appropriate)

# Postsecondary Goal Questions

- ❖ Where is the student going to work or engage in productive activities after graduation?
- ❖ Where and how is the student going to continue to learn and/or develop skills after graduation?
- ❖ Where is the student going to live and how is he or she going to access adult services, participate in the community and have fun after graduation?

# A Helpful Formula

will

(After high school)  
(After graduation)  
(Upon completion of high school)

(The Student)

(Behavior)

(Where and how)





# Postsecondary Goals: Students with Mild Disabilities

# Examples of Postsecondary Goals

## Education/Training:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

## Employment:

- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.

# Examples of Postsecondary Goals

## Independent Living:

- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.





# Postsecondary Goals: Students with Moderate Disabilities

# Examples of Postsecondary Goals

## Education/Training:

- After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

## Employment:

- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

# Examples of Postsecondary Goals

## Independent Living:

- After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services)
- Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.



# Postsecondary Goals: Students with Severe Disabilities

# Examples of Postsecondary Goals

## Education/Training:

- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

## Employment:

- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

# Examples of Postsecondary Goals

## Independent Living:

- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.



# Practice Writing Measurable Postsecondary Goals

# Let's Practice

Write a post secondary goal in education for the following case study.

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

_____	_____	will	_____	_____
(After high school)	(The Student)		(Behavior)	(Where and how)
(After graduation)				
(Upon completion of high school)				



# Did you come up with some Similar?

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

_____	_____	will	_____	_____
(After high school) (After graduation) (Upon completion of high school)	(The Student)		(Behavior)	(Where and how)

# Let's Practice Some More!

Write a post secondary goal in employment for the following case study.

Carlos is a 19 year old student identified with emotional and behavioral disabilities. Carlos' interpersonal skills and work ethic are strengths for him. He enjoys working with other young men, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates.

_____	_____	will	_____	_____
(After high school)	(The Student)		(Behavior)	(Where and how)
(After graduation)				
(Upon completion of high school)				

# Are you close?

Carlos is a 19 year old student identified with emotional and behavioral disabilities. Carlos' interpersonal skills and work ethic are strengths for him. He enjoys working with other young men, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates.

<hr/>	Carlos		will	<hr/>	<hr/>
(After high school) (After graduation) (Upon completion of high school)	(The Student)			(Behavior)	(Where and how)

# Last time!!!

Write a post secondary goal for independent living for the following case study.

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, but it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks.

_____	_____	will	_____	_____
(After high school) (After graduation) (Upon completion of high school)	(The Student)		(Behavior)	(Where and how)

# Great Job!!

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, but it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks.

_____	_____	will	_____	_____
(After high school) (After graduation) (Upon completion of high school)	(The Student)		(Behavior)	(Where and how)

# Using Transition Assessment to Identify Appropriate Transition Services



# Transition Services

- Should focus on academic and functional achievement to facilitate movement from school to post-school life
- For each postsecondary goal, transition services can include:
  - Instruction
  - Related Services
  - Community Experience
  - Development of Employment and Post-School Objectives
  - Acquisition of Daily Living Skills
  - (if appropriate)
  - Functional Vocational Evaluation (if appropriate)

# nsttac Transition Service Questions

- ❖ What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- ❖ What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- ❖ Do we know enough about this student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?



- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range.
- An audiological report reveals that Jamarreo has a significant hearing loss that requires the use of a hearing aid.
- An informal interview revealed that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career possibly owning his own shop

## Education/training:

- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

## Employment:

- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)

- Results of performance on state mandated assessments taken during high school indicate Lisette is performing below average in math, reading and written expression
- Results of an *adaptive behavior checklist* indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Community Based Instruction: task analysis checks indicate ability to work independently

## Education/training:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction - money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to community safety at the YMCA

## Employment:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop

- *Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers*
- *A portfolio assessment indicates that Lilly accesses the general education curriculum through extension activities*
- *Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.*
- *Functional Independence Measure indicates she needs total assistance for self-care and mobility*

## Education/training:

- Self-care skill instruction
- Instruction in use of augmentative device

## Independent living:

- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

## Functional/vocational Evaluation:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

# Aligning Annual IEP Goals



# Annual IEP Goals

- ❖ For each post-secondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated post-secondary goals.

# Annual IEP Goal Questions

- ❖ What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals?
- ❖ What skills and knowledge does the student currently have that support their post-secondary goals?

## A Helpful Formula

Given condition (student) will (behavior) (criteria) (time frame)  
 (teaching strategies)  
 e.g., direct instruction  
 modeling  
 peer tutoring  
 e.g., 3 out of 4 times (by June 09)  
 80%

# Annual IEP Goals: Students with Mild Disabilities





## Postsecondary Education/Training Goal:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

## Annual IEP Goal:

- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.

# Jamarreo

## Postsecondary Employment Goal:

- Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry

## Annual IEP Goal:

- Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1<sup>st</sup> school semester.

## Postsecondary Independent Living Goal:

- After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety

## Annual IEP Goal:

- Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009



# Annual IEP Goals: Students with Moderate Disabilities

## Postsecondary Education/Training Goal:

- After high school, Lisette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community

## Annual IEP Goal:

- Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lisette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.



# Lisette



## Postsecondary Employment Goal:

- After high school, Lisette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.

## Annual IEP Goal:

- Given direct instruction for completing a job application, guided practice, and personal information, Lisette will complete an application with 100% accuracy by the end of the 2nd school semester.

# Lisette

## Postsecondary Independent Living Goal:

- Upon completion of high school, Lisette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.

## Annual IEP Goal:

- Given a bus schedule adapted with pictures, Lisette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.



# Annual IEP Goals: Students with Severe Disabilities



## Postsecondary Education/Training Goal:

- After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

## Annual IEP Goal:

- Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.

## Postsecondary Employment Goal:

- After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

## Annual IEP Goal:

- Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and content during a 20 minute session during one school semester.

## Postsecondary Independent Living Goal:

- After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.

## Annual IEP Goal:

- Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.



# Using Transition Assessment to Align Annual IEP Goals with Measurable Postsecondary Goals

Let's Practice

# Jamarreo

- According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range. He also performed in the high average range on the Differential Aptitude Test – Mechanical Comprehension and Spatial Reasoning subtests. These results suggest Jamarreo has potential of meeting his post-secondary goals of being a self-employed welder.
- According to the Woodcock Johnson, administered 9/15/05, his academic achievement in reading and written language is below average. His psychological report and placement paperwork has identified Jamarreo has having an emotional and behavioral disorder as well as a specific learning disability in written expression, oral language processing, and reading. These findings suggest that Jamarreo may need time limited supports after graduation from high school as he transitions into a post-secondary educational setting and employment.
- An audiological report was completed as part of the three year reevaluation. A note from his pediatrician dated 8/15/09 states he continues to require use of a hearing aid and will need assistance with proper maintenance and care.
- An informal interview revealed that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career. Career Planning Survey completed in 2005 and Work Adjustment Inventory completed March, 2006 suggests Jamarreo has strengths in the area of mechanical work and will likely be a serious, dedicated employee."
- In an informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo's lack of concern for legal consequences of his behavior. His uncle and mother are pleased that Jamarreo intends on furthering his education and are proud of the skills he has developed thus far.

# Goals Derived From Assessment

- **Post-Secondary Goal:** Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

An informal interview revealed that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career. Career Planning Survey completed in 2005 and Work Adjustment Inventory completed March, 2006 suggests Jamarreo has strengths in the area of mechanical work and will likely be a serious, dedicated employee."

In an informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo's lack of concern for legal consequences of his behavior. His uncle and mother are pleased that Jamarreo intends on furthering his education and are proud of the skills he has developed thus far.

## Postsecondary Employment Goal:

- Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.

## Annual IEP Goal:

- Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.



# What are some other possible goal areas?

- Employment related social skills
- Job-specific skills
- Requesting Assistance

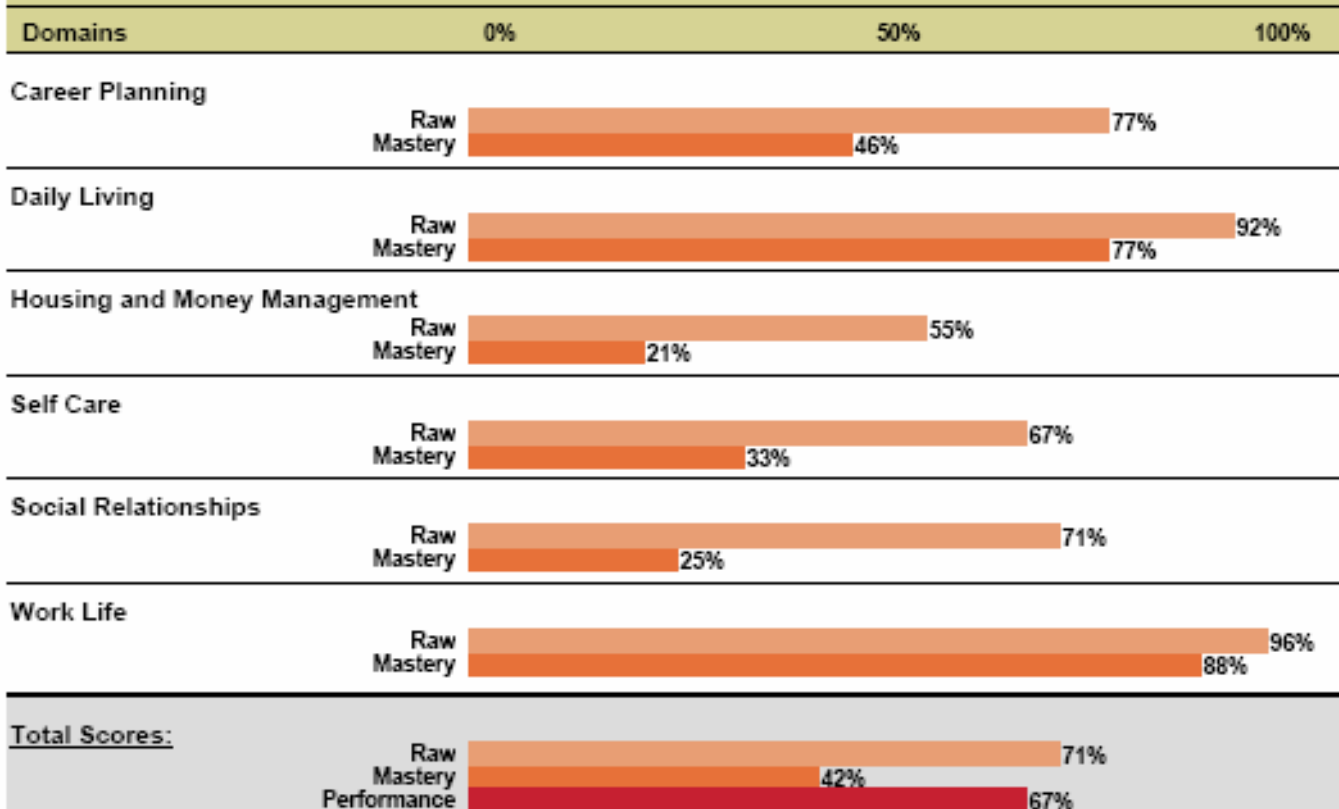
Your Turn

## Knowledge & Behavior Items

**Mastery Score:** The percentage of items answered very much like me (youth) or very much like the youth (caregiver).

**Raw Score:** The sum of the responses expressed in percentage of the maximum points possible. Not Like Me = 1 point | Somewhat Like Me = 2 points | Very Much Like Me = 3 points | Question Not Answered = 0 points

See the Score Key for more information.



## ACLSA Score Key

**Total Mastery Score:** The percentage of all assessment questions answered "very much like me" (youth) or "very much like the youth" (caregiver). At least 75% of the questions must be answered for a score to be calculated.

**Domain Mastery Scores:** The percentage of questions within each domain answered "very much like me" (youth) or "very much like the

# Goals Derived From Assessment

- Post-Secondary Goal: After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services)

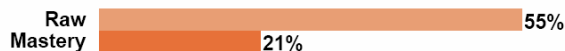
## Career Planning



## Daily Living



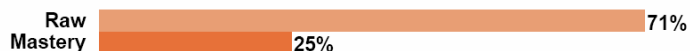
## Housing and Money Management



## Self Care



## Social Relationships



## Work Life



# Lisette

- Results of performance on state mandated assessments taken during high school indicate Lisette is performing below average in math, reading and written expression. Results of an adaptive behavior checklist completed by the teacher during Lisette's 10<sup>th</sup> grade year and when she was 20 years old indicate that Lisette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Lisette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lisette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills. Lisette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills. Lisette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation. Lisette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lisette's living outside of their home as she becomes more financially independent after leaving high school.

*Sources: (1) Classroom observation notes monthly August 2005 – April 2006; (2) Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006”, (3) Transition Planning Inventory, student, home, and school forms, April 2006; (4) Making Action Plans [MAPS] (Forest & Lusthaus, 1990), completed May, 2005*

## Postsecondary Independent Living Goal:

- After high school, Lisette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services)

## Annual IEP Goal:

- Given community-based instruction on grocery shopping and a grocery list, Lisette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2009.

# What are some other possible goal areas?

- Social Skills Instruction
- Using a Debit Card
- Personal hygiene and/or other personal care skills

Your Turn

# Lilly

- Reports from medical doctor and related service providers suggests Lilly:
  - requires the assistance of a nurse daily
  - suffers from chronic digestive tract problems, requiring a colostomy, as well as a severe cardio-pulmonary condition, which have resulted in dependence on computer monitors and medication requiring 24 hour supervision
  - receives physical therapy, focused on strengthening muscles and bones, as well as stretching her muscles to maintain mobility
  - requires a 2-person lift or mechanical device for all transfers.
  - does not initiate any attempt to move to another position, once placed in lying, sitting, or standing
  - has limited fine motor skills and requires hand-over-hand assistance for all activities
  - is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair)
- Eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range.
- Reports from Informal interviews and observations suggests Lilly:
  - is awake for approximately six hours in a 24 hour period
  - enjoys receiving verbal and tactile attention from her family members and caregivers
  - responds positively to music and voices
  - has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities.
  - has limited functional communication skills (i.e., combines head movements and some sounds)
  - turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity.
  - relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities

# Goals Derived From Assessment

- **Post-Secondary Goal:** After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Reports from Informal interviews and observations suggests Lilly:

Is awake for approximately six hours in a 24 hour period

enjoys receiving verbal and tactile attention from her family members and caregivers

responds positively to music and voices

has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities.

has limited functional communication skills (i.e., combines head movements and some sounds)

turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity.

relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities



# Lilly

Postsecondary Education Goal: After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

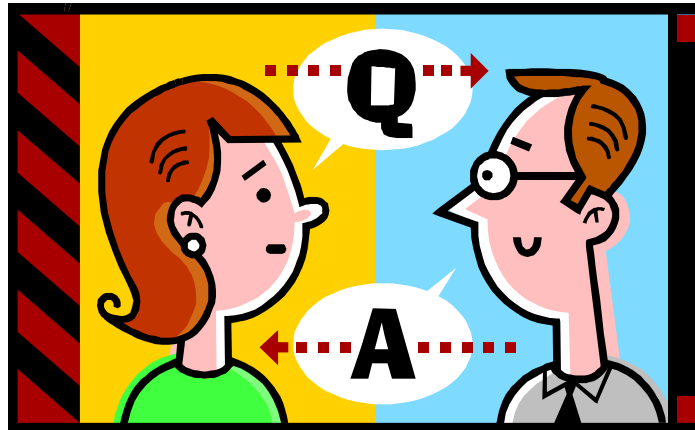
Annual IEP Goal: Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.

# What are some other possible goal areas?

- Participation in Personal Care Needs
- Communication skills
- Fine Motor Skills
- Stamina

Your Turn

# Questions?



# Evaluations

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